

# PrepUS History

## Unit 7 – Changing America

### Study Guide

At the end of each unit you have the choice to take a comprehensive exam or complete a project and a 20-question multiple-choice exam. The following study guide and project option will allow you to make an informed decision about whether you will take the exam or complete the project. The project must be handed in the day of the exam or you will be required to take the exam.

#### ***Suggestions for studying for your exam:***

1. Find a quiet place without distractions for you to study.
2. Review the handouts and notes you completed on this unit.
3. Go through the list of information on this study guide, writing out an identification of each item.
4. Quiz yourself or have someone else quiz you on the items at least once the night before the exam.
5. ***PLEASE TAKE NOTE:*** If you write out identifications of the items on your study guide, you will most likely earn a higher score on your exam AND you may turn this in on the day of the exam to earn up to 5 extra credit points. (It must be turned in on the day of the exam to receive credit.) Both students who take the comprehensive exam and students who complete the project have the ability to complete the study guide for extra credit.
6. The exam and due date for the project will be as follows:  
Orange 1-2 Class: Tuesday, May 13<sup>th</sup>  
Black 5-6 Class: Friday, May 16<sup>th</sup>

You should be able to identify/describe/explain the following:

MAIN  
militarism  
alliances  
imperialism  
nationalism  
Entente Cordiale, 1904  
Triple Entente, 1907  
Archduke Francis Ferdinand  
Gavrilo Princip  
the Black Hand  
Central Powers v. Allied Powers  
“The Great War”  
“The War to End All Wars”  
blockade  
war bonds  
German U-boats  
Lusitania  
the Sussex Pledge  
Zimmerman Telegram  
Eastern Front/Western Front  
Selective Service Act  
African Americans in WWI  
“doughboys”  
armistice  
11/11/18  
War Industries Board  
Fuel Administration  
Food Administration  
victory gardens  
Liberty Bonds  
Committee on Public Information  
“four minute men”  
Espionage and Sedition Acts

Wilson’s Fourteen Points  
League of Nations  
Paris Peace Conference  
“Big Four”  
Treaty of Versailles  
war guilt clause  
reparations  
Red Scare  
Attorney General A. Mitchell Palmer’s  
“raids”  
18th Amendment  
19th Amendment  
Three Republican Presidents  
Warren G. Harding  
Calvin Coolidge  
Herbert Hoover  
“a return to normalcy” after WWI  
Washington Conference  
mobs  
speakeasies  
Chicago  
“Scarface” Al Capone  
“Public Enemy Number One”  
“G-men”  
Emergency Quota Act of 1921  
Immigration Act of 1924  
Harlem Renaissance  
Ku Klux Klan of the 1920s  
“WASP”  
The Birth of a Nation  
Orville and Wilbur Wright  
transcontinental airmail  
Charles Lindbergh

Henry Ford’s assembly line  
Model A, Model T  
“Flappers”  
“bobbed” hair  
the Charleston  
Theodore Roosevelt  
Franklin Delano Roosevelt  
Eleanor Roosevelt  
polio  
governor of New York  
Presidential Election of 1932  
The Hundred Days  
Bank Holiday  
“the only thing we have to fear is fear itself. . . .”  
the New Deal  
Emergency Banking Relief Act  
Securities and Exchange Commission (SEC)  
Federal Deposit Insurance Corporation (FDIC)  
Home Owners’ Loan Corporation (HOLC)  
Agricultural Adjustment Administration (AAA)  
National Recovery Administration (NRA)  
Civilian Conservation Corps (CCC)  
Federal Emergency Relief Administration (FERA)  
Public Works Administration (PWA)  
Civil Works Administration (CWA)

PrepUS History  
Unit 7 – Changing America  
Board Game Project Option

**Description**

The project option for this unit is to create a board game that highlights the main ideas of our unit on the changes that occurred in the United States from the World War I era through the New Deal era. The game will be of your own design, based on specific format and content guidelines.

**Format**

You will make a board game that can be played by others. The general set-up and method of play of your game are up to you, but the game should be interesting, fact-based, attractive, and fun to play. Here are the specific parts of the game that you must include:

1. The rules for your game must be written out and easily followed. The object of the game must be to win by answering the most questions correctly. Suggestions:
  - > game could be played by individual players or teams of players
  - > simple board game rules from other games may help answer some basic rule of play questions
2. Make up questions that cover the specific information listed on the study guide. You must hand in a page containing the questions and answers along with your game. **SUGGESTIONS:**
  - > write the questions neatly or computer print them with the question on one side and the answer on the other
  - > divide your questions into categories and/or levels of difficulty; i.e.: political/social, easy/medium/difficult
  - > create special cards with more difficult questions that allow the player bonus points or moves
3. Decorate the board to make it attractive. **START** and **FINISH** areas should be clearly marked. Suggestions:
  - > use cardboard, oak tag, construction paper, legal sized file folders, etc. for the base
  - > use such things as a spinner, dice, chance cards, etc.
  - > remember to include player pieces to mark each player's spot on the board while they play
4. Play the game and ask **TWO** other players for feedback by having each player complete the "Game Evaluation Questions." Hand these in with the game.

**Content**

Your game must include at least **25** questions with correct answers of the most important information we've covered in this unit (information from the study list on the other side of this sheet).

**What You Will Hand In**

1. Your game, including all pieces (the board, cards, playing pieces, dice, etc.)
2. A proofread, signed rough draft of all written pieces (game rules and questions).
3. An explanation of the rules of the game and list of the questions and answers used in the game.
4. Two completed "Game Evaluation Questions" sheets filled out by two people who played your game.

**Your Grade**

The board game will count as 80% of the assessment grade and the 20 question, multiple choice quiz taken on the day of the exam will count as 20% of the assessment grade.

**Due Date (same day as exam)**

|                   |                               |
|-------------------|-------------------------------|
| Orange 1-2 Class: | Tuesday, May 13 <sup>th</sup> |
| Black 5-6 Class:  | Friday, May 16 <sup>th</sup>  |

**Board Game Rubric**

**Basic Requirements**

includes proofread, signed rough draft of rules, questions, and answers  
includes two "Game Evaluation" sheets completed by game players  
includes all necessary game props

**Content (55 points)**

game includes 25 questions and correct answers on the content from this unit  
rules include object of winning by answering the most questions correctly

**Format (45 points)**

game questions are written with correct spelling and grammar  
game questions are based on the most important content from this unit  
all game props are creative and attractive and exhibit the student's effort  
rules are easily followed and allow for smooth flow of play

|    |
|----|
| 50 |
| 5  |

|    |
|----|
| 15 |
| 15 |
| 10 |
| 5  |

Total Points Earned on Project:



## Board Game Evaluation

Thank you for playing \_\_\_\_\_'s board game.  
(Student's Name)

To allow this student to receive some feedback on the game, please answer the following questions after the game has been finished.

1. How clear (easy to follow, understandable, etc.) were the rules?
2. How easy or difficult were the questions?
3. How attractive, colorful, etc. was the board game?
4. What suggestions for changes (additions/changes/deletions) do you have for the designer of this game?

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